



**On Site Review
Title I, Part D, Subpart 2
Study Guide Items
Explanation**

I. Application for Funding	
Indicators	Evidence & Explanation
1. The Local Educational Agency (LEA) has completed and filed an Application for Funding with the State Education Agency (SEA)	<p>MDE will complete this component after review of the application on file.</p> <p>Each LEA desiring assistance under this subpart shall submit an application for funding to the SEA that contains such information as the State educational agency may require. Each such application shall include —</p> <ol style="list-style-type: none"> (1) A description of the program to be assisted; (2) A description of formal agreements, regarding the program to be assisted, between — <ol style="list-style-type: none"> (A) the local educational agency; and (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system; (3) As appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend; (4) A description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth; (5) A description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth; (6) As appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility; (7) As appropriate, a description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students; (8) As appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities; (9) A description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of Public Law 105-220 and vocational and technical education programs serving at-risk children and youth;

	<p>(10) A description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;</p> <p>(11) As appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;</p> <p>(12) A description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and</p> <p>(13) As appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.</p>
2. The application accurately describes the current program in the facility	MDE will determine whether the application is accurate and reflects the programs being provided within the facility.

II. Formal Agreement	
Indicators	Evidence & Explanation
1. The facility has entered into a formal agreement with the LEA	<ol style="list-style-type: none"> 1. <i>Applicant LEA</i> (fiscal agent) name, address, contact information (telephone and e-mail) 2. <i>Service provider</i> name, address, contact information including telephone and e-mail (if different from applicant LEA) 3. <i>Facility</i> name, address, contact information (telephone and e-mail) 4. <i>Funded Staff</i> under the award (e.g., teacher, support staff, counselor), including location, number of hours per week, number of weeks/months per year and certification/degree 5. <i>Services to be provided</i>—activities to be funded in cooperation with the facility. How the services will supplement and not supplant regularly funded educational activities. Program description should coincide with the applicant LEA's Title I, Part D school improvement plan and budget detail. 6. <i>Characteristics of students to be served</i>—how students will be chosen to receive services, percentage of total number to be served, targeted learning difficulties, substance abuse problems, other special needs, if any 7. <i>Grant Amount (if known), Indirect Cost Rate and Carryover (if known)</i> 8. <i>Documentation of Program Evaluation</i>—procedures, schedule, instruments and measures and evaluation tools 9. <i>Documentation of Student Evaluation (academic & non-academic)</i>—procedures, schedule, instruments and measures and evaluation tools 10. <i>Addressing materials, Equipment and Funding Requirements</i>—(e.g., how materials will be transferred if no longer used by the program/program closure. The Title I, Part D State Coordinator must be notified immediately in the instance of facility closure). 11. <i>Authorized signatures</i> LEA (fiscal agent), service provider, and the facility program contact
2. The formal agreement accurately depicts the facility's program and the shared expectations of the facility and the LEA	The facility and LEA should maintain documentation that demonstrates that the services, characteristics of students to be served, funds, and all other required components of the formal agreement are accurate. Examples of documentation might include: service schedules, disaggregated demographic data, meeting minutes that reflect coordination between the entities, budget details, needs assessments and program plan, evaluations, etc.
3. The formal agreement is implemented with fidelity by all partners	Examples of documentation might include: interviews with LEA and facility staff that demonstrate awareness of the agreement's contents and indicate fidelity, written communication, meeting minutes, telephone logs, etc.

III. Program Requirements

The LEA should respond to each of the Program Requirements by identifying the current level of monitoring provided by the LEA. "To what degree does the LEA monitor the facility to ensure..."

The Facility should respond to each of the Program Requirements by identifying the current level of implementation within the Facility.

Indicators	Evidence & Explanation
1. The program is designed with the expectation that children and youth will have the opportunity to meet the same challenging State academic content and academic achievement standards that all children in the State are expected to meet	Documentation should be maintained that demonstrates that the needs assessment, curriculum and evaluation components of the program are aligned to the local district's standards and/or the state standards. Examples might include: Michigan Educational Assessment Program (MEAP) scores, pre- and post-assessments, curriculum that shows alignment to Grade Level Content Expectations (GLCEs) and Michigan Merit Curriculum (MMC).
2. Where feasible, the educational programs in the facility are coordinated with the student's home school, particularly with respect to students with an Individualized Education Plan (IEP) under Part B of the Individuals with Disabilities Education Act (IDEA)	If this program requirement is not feasible (or N/A) for the facility, the facility should provide an explanation related to this determination. In a facility where educational programs are coordinated with the home school, particularly as it relates to IEP services, the facility should be prepared to discuss how the services are coordinated.
3. The local school of the student is notified if the student is identified while in the facility as being in need of special education and related services	Documentation should be maintained on site to demonstrate that students are identified, as appropriate, for special education services while in the facility and that appropriate notification is provided to the local school. Sample documentation might include: test results, minutes from IEP meetings, phone logs, letters, e-mails, etc.
4. Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling is provided	If this program requirement is not feasible (or N/A) for the facility, the facility should provide an explanation related to this determination. Documentation should be maintained on site to demonstrate that, where feasible, transition assistance is provided. Documentation might include: lists of community resources, a formal referral process, intake records related to drug and alcohol programs, tutoring records, confidential family counseling records, etc.
5. Support programs are provided that encourage children and youth who have dropped out of school to reenter school once they have completed their term at the correctional facility, or provide them with the skills necessary to gain employment or to seek a secondary school diploma or its recognized equivalent	An LEA receiving Subpart 2 funds must use a portion of its funds to operate a dropout prevention program for students returning from a locally operated correctional facility. However, an LEA that serves a school operated by a locally operated correctional facility, in which more than 30 percent of the children and youth attending the school will reside outside the boundaries served by the LEA upon leaving the facility, is not required to operate a dropout prevention program within the school and may use all of its Subpart 2 funds for programs in locally operated correctional facilities, provided that those facilities have a formal agreement with the LEA.

Indicators	Evidence & Explanation
6. The facility is staffed with teachers and other highly qualified staff who are trained to work with children and youth who have disabilities taking into consideration the unique needs of such children and youth	Section 1119 of Title I of the <i>Elementary and Secondary Education Act of 1965</i> (ESEA) requires each SEA that receives Title I, Part A funds to develop (and implement) a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified. This requirement extends to all teachers of core academic subjects who are employed by agencies or entities under the authority of the SEA. As a result, it applies to teachers employed by LEAs that must meet annual measurable objectives for ensuring that teachers are highly qualified set by the SEA, as well as to teachers employed by the SEA or other entities under the SEA's authority. Thus, if entities such as juvenile institutions, correctional institutions, and other alternative educational settings either are LEAs under State law or are under the authority of the SEA, teachers of core academic subjects employed by those entities must be highly qualified.
7. To the extent possible, technology is used to assist in coordinating educational programs between the correctional facility and the community school	If this program requirement is not possible (or N/A) for the facility, the facility should provide an explanation related to this determination. Examples of coordinated services that might use technology include: Online curriculum or credit recovery, distance learning, shared databases, electronic records transfer, Educational Development Plans (EDPs), etc.
8. Where feasible, parents are involved in efforts to improve the educational achievement of their children and to prevent further involvement of such children in delinquent activities	If this program requirement is not feasible (or N/A) for the facility, the facility should provide an explanation related to this determination. Examples of documentation might include: a parent involvement plan, parent involvement policy, phone logs, written communications, family counseling records, etc.
9. Funds received under this part are coordinated with other Federal, State, and local funds to provide services to participating children and youth	Examples of documentation might include: program budgets, a written plan, meeting minutes, etc.
10. Programs are coordinated with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974, reauthorized in 2002 and other comparable programs, if applicable	This component requires a detailed explanation of how the facility's program will be coordinated with comparable programs such as those under the jurisdiction of the Juvenile Justice & Delinquency Prevention Act of 1974, reauthorized 2002 and others.
11. If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth	If this program requirement is not appropriate (or N/A) for the facility, the facility should provide an explanation related to this determination. Examples of documentation might include: meeting minutes, agreements, phone logs, contracts, written communication, curriculum, time logs, etc.

IV. Evaluation	
Indicators	Evidence & Explanation
1. Program services are evaluated at least once every three years AND disaggregated for participation by gender, race, ethnicity, and age in order to determine the impact on the ability of participants to:	<p>Data must be collected annually in order to conduct the required evaluation every third year. In Michigan, it has been determined that the subgroup must be 30 or greater in order to preserve confidentiality and be statistically relevant. The evaluation should include at least three years of data and must be disaggregated for any subgroup that totals 30 or more over a three year period. Example: 2007 = 10 female students; 2008 = 10 female students; 2009 = 10 female students for a total of 30 female students receiving a specific service over a three year period. This gender subgroup must be disaggregated.</p> <p>**The disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.</p>
a. Maintain and improve educational achievement	Tracking documentation should be kept on site reflecting annually updated data. Examples of documentation might include: Charts, Tables, Graphs and Narratives.
b. Accrue school credits that meet State requirements for grade promotion and secondary school graduation	Tracking documentation should be kept on site reflecting annually updated data. Examples of documentation might include: Charts, Tables, Graphs and Narratives.
c. Make the transition to a regular program or other education program operated by an LEA	Tracking documentation should be kept on site reflecting annually updated data. Examples of documentation might include: Charts, Tables, Graphs and Narratives.
d. Complete secondary school (or secondary school equivalency requirements	Tracking documentation should be kept on site reflecting annually updated data. Examples of documentation might include: Charts, Tables, Graphs and Narratives.
e. Obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth and as appropriate, participate in postsecondary education and job training	Tracking documentation should be kept on site reflecting annually updated data. Examples of documentation might include: Charts, Tables, Graphs and Narratives.
2. In conducting each evaluation multiple and appropriate measures of student progress are used	Examples of measures to be tracked: program attendance, daily assignments, achievement tests, behavior, High School credit/completion and ABE promotions/General Educational Development (GED) completions.
3. Evaluation results are submitted to the SEA	Tracking documentation should be kept on site reflecting annually updated data. Examples of documentation might include: Charts, Tables, Graphs and Narratives. These should be submitted to the SEA in a timely manner.
4. The results of evaluations are used to plan and improve subsequent programs for participating children and youth	Examples of documentation should be kept on site reflecting: Meeting Minutes including participants and Updated/Revised Plans.

Indicators	Evidence & Explanation
<p>5. To the extent feasible, evaluations are tied to the standards and assessment system that the State or school district has developed for all children</p>	<p>Each SA or LEA that conducts a program for children and youth who are neglected, delinquent, or at-risk under Subparts 1 and 2 must evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every 3 years to determine the program's effect on the ability of participants to maintain and improve educational achievement; accrue school credits that meet State requirements for grade promotion and secondary school graduation; make the transition to a regular program or other education program operated by an LEA; complete secondary school (or secondary school equivalency requirements); and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth and, as appropriate, participate in postsecondary education and job training. In conducting each evaluation, a State Agency or LEA shall use multiple and appropriate measures of student progress. Each SEA and LEA must:</p> <ul style="list-style-type: none"> • Submit evaluation results to the SEA and USED • Use the results of evaluations to plan and improve subsequent programs for participating children and youth <p>Title I, Part D programs should be designed with the expectation that children and youth will have the opportunity to meet the same challenging State academic content and academic achievement standards that all children in the State are expected to meet. To the extent feasible, evaluations should be tied to the standards and assessment system that the State or school district has developed for all children.</p>